



Orangeburg-Calhoun  
Technical College

## **INSTITUTIONAL EFFECTIVENESS REPORT**

**AUGUST 1, 2005**

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**Prepared For:**

**The State Board for Technical and Comprehensive Education  
The South Carolina Commission on Higher Education**

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**ORANGEBURG-CALHOUN TECHNICAL COLLEGE**  
**INSTITUTIONAL EFFECTIVENESS REPORT**  
**AUGUST 1, 2005**

The mission of Orangeburg-Calhoun Technical College is to provide quality and affordable, comprehensive education programs that will have a positive social and economic impact on the lives of the citizens of Orangeburg and Calhoun Counties and the State of South Carolina.

The College has policies and procedures in place to ensure that those businesses and industries located within the College service area have the opportunity to provide input in developing and revising academic programs. Orangeburg-Calhoun Technical College is committed to meeting the economic development needs for a technologically skilled workforce through academic programs and Continuing Education offerings. Policies and procedures include: Industry Needs Assessment, Academic Advisory Committees for each academic program, Southern Association of Colleges and School's Technology Requirement, Annual State Board for Comprehensive and Technical Education's Program Evaluation, Employer and Alumni Surveys, and DACUM (Developing a Curriculum) Workshops. Regular meetings are held with Economic Development Boards in Calhoun and Orangeburg Counties, Chamber of Commerce in Calhoun and Orangeburg Counties, and the Tri-County Chamber. The College's Continuing Education Division visits companies on a regular basis for formal and informal evaluation of technology training and professional development needs of the area. The College President holds regular meetings with the Director of Special Schools to keep abreast of changing technologies in business and industry and the needs of prospective industries. The service area has been fortunate in having several new industries locate in the area.

The Gressette Learning Resource Center supports the mission of Orangeburg-Calhoun Technical College by providing current published literature, electronic databases, professional journals, and Internet resources for students at the College. These resources are also available to the citizens and businesses in our community. The library staff assists its patrons in developing research skills needed to stay abreast of current trends in business and industry and changes in the economic environment.

The August 2005 Institutional Report covers Associate Degrees and Specializations for **the following** Academic Programs:

- ASSOCIATE IN ARTS / ASSOCIATE IN SCIENCE
- COMPUTER TECHNOLOGY
- EARLY CHILDHOOD DEVELOPMENT
- PRACTICAL NURSING
- LEARNING RESOURCE CENTER

## **MAJORS**

### **Associate in Arts / Associate in Science (AA/AS)**

#### **Mission Statement:**

To provide the necessary foundation for students to successfully make the transition to a four-year college or university.

#### **Assessment Methods:**

##### **Direct Student Learning Outcomes**

Practice PRAXIS examinations were administered to AA/AS graduates in the spring of 2005. As a result, the college has purchased PLATO software as a resource to support continued student success.

##### **Indirect Student Learning Outcomes**

Degree Program faculty review the following indirect measures of student and program success yearly or as needed to ensure program viability: grade distribution and failure rates; student evaluations; enrollment statistics; retention rates, graduation rates, and success rates at four-year institutions as compared to native four-year students.

#### **Retention**

OCtech Benchmark #1 – The program will have retained in the following fall semester not less than 60% of the new students who enrolled in the prior fall semester.

- The retention rate for the AA/AS program was 54%.  
Typically, retention rates of AA/AS students are low due to the fact that students may transfer to four-year institutions without having completed an AA/AS degree prior to transfer.

#### **Senior Institutions Application, Enrollment, and Success of Transfers from Two-Year Institutions to Four-Year Institutions First-Time Fall 2003\***

	Applications				Enrollment			Success		
	(1)	(2)	(3)	(4)	(5)	(7)	(8)	(9)	(10)	(11)
Four-year institution student transfer	Total Applicants	Total # Accepted	Total# Rejected	# Applications Incomplete	Total # students Enrolled	% Applied who enrolled	% Accepted who enrolled	# 2-year students	GPA	GPA
Clemson	5	5	0	0	4	80.00%	80.0%	4	1.34	2.99
College of Charleston	3	2	0	1	2	66.67%	100.0%	2	2.78	2.94
South Carolina State Univ	24	21	0	3	11	45.83%	52.4%	11	2.66	2.45
USC Aiken	19	11	3	5	4	21.05%	36.4%	4	2.0	2.64
USC Cola	25	16	5	4	8	32.00%	50.0%	8	2.6	2.92
USC Spartanburg	5	5	0	0	1	20.0%	20.0%	1		2.61
Winthrop	2	2	0	0	2	100.0%	100.0%	2	1.05	2.83
	83	62	8	13	32					

*\*Annual Review & Updating ART Agreements with 4-year institutions*

### **Graduation Rates**

OCtech benchmark #3 – The number of graduates will average 25% of the average annual fall enrollment for the program.

- Over the past three years, graduation rates have been: 2001-2002 (9%), 2002-2003 (9%), and 2003-2004 (12%).

### **Internal Measures of Success**

Indirect measures of program success:

- Maintain or increase enrollment over the FY 03-04 Benchmark.
- Maintain or improve retention over the FY03-04 Benchmark.
- Maintain or increase budget allocation over FY03-04 Benchmark.

### **Review Process and Use of Results:**

The AA/AS faculty will perform the following internal processes yearly as part of the strategic planning and review process:

- Ensure that program outcomes are appropriate and current.
- Ensure that program outcomes are addressed in the exit competencies of at least one required course.
- Ensure that within those required courses that students demonstrate the desired program outcome either through written or performance-based tests and/or graded assignment.
- Ensure that successful completion of prerequisite courses is a satisfactory predictor of student success in subsequent courses.
- Review grade distribution and failure rates; student evaluations; enrollment statistics; retention rates, graduation rates, and success of students upon transfer to the 4 year institutions.
- Ensure that the College Library can assure access to appropriate and current research materials.
- Make a report to the advisory committee on assessment findings and solicit feedback.
- Work with Division Dean to revise syllabi and/or course/department offerings as needed.

### **What action(s) did the Program take this past academic year that improved and expanded student-learning outcomes?**

Changes have been made within the AA/AS program to improve student success based on recommendations from our advisory committee and instructors.

### **AA/AS Actions**

*Data Source:* Grade distribution data for three-year period, and course failure rates.

*Measurement:* Results based on data collected from grade distribution and failure rates.

*Results:* Retention and graduation rates tend to be low for AA/AS due to the fact that a number of students transfer to 4 year institutions prior to graduation because the degree is not a requirement. Understanding that, the focus of the AA/AS program is for transfer students to be successful upon entrance to other institutions.

*Results:* A biology placement test has been instituted due to the high failure rates in a number of BIO courses. The test was instituted as a pilot this summer. Results will be used to determine if the success of biology courses improves in subsequent semesters. Furthermore, the need for an increased focus on students' writing skills has been identified. Therefore, the College has developed a Writing Center to serve students, faculty, and the community at large. The Writing Center Staff provides tutoring for students as well as training for faculty as a means of promoting excellence in writing campus wide.

Several members of the AA/AS Advisory Committee are representatives from 4 year institutions and provide positive feedback about OCtech students. We will continue to maintain communication with the institutions that our students attend.

## **Associate Degree in Computer Technology (Electives in Information Technology)**

### **Mission Statement:**

To fulfill the community's need for a competent workforce and economic growth by providing instruction in programming, information technology and PC support.

### **Assessment Methods:**

#### **Direct Student Learning Outcomes**

This program has a capstone course, IST 290 – Special Topics in Information Science. It includes an option for the students either to do research in their particular area of study or to do a hands-on project related to their area of study. Both options require that a formal presentation be given. The overall pass rate for students in IST 290 in 2004 was 78%. Steps were taken to improve the success of students in this class (see Computer Technology Actions below). Students graduating in Programming will certify their academic knowledge and skills through a Work Keys Career Readiness Certification, which includes the following subtests: Reading for Information, Locating Information, and Applied Mathematics.

#### **Indirect Student Learning Outcomes**

The Degree Program faculty review the following indirect measures of student and program success yearly or as needed ensure program viability: student portfolios comprised of their completed rigorous and relevant scenario-based assessments; grade distribution and failure rates; student evaluations; job placement results; employer satisfaction survey; enrollment statistics; retention rates, and graduation rates.

#### **Retention**

OCtech Benchmark #1 – The program will have retained in the following Fall semester not less than 60% of the new students who enrolled in the prior Fall semester.

- Over the last three years, program retention has been: 2002 (69%), 2003 (52%), and 2004 (54%).

#### **Job Placement**

OCtech benchmark #2 – Using the State Technical College System definitions for employment, not less than 80% of the graduates of the program will have secured employment in the field.

- Over the part three years, job placement has been: 2001 (76%), 2002 (70%), and 2003 (74%)

#### **Graduation Rates**

OCtech benchmark #3 – The number of graduates will average 25% of the average annual fall enrollment for the program.

- Over the past three years, graduation rates have been: 2001-2002 (9%), 2002-2003 (9%), and 2003-2004 (12%).

#### **Internal Measures of Success**

Direct measures of soft skills and academic/program foundation skills:

- ACT Work Keys: Students will score a 4 or better on all areas of Work Keys.
- 90% of Capstone course, students will achieve "satisfactory" status on the final presentation for the course.

Indirect measures of program success:

- Maintain or exceed an 80% or better level of job placement.
- Reinstitute an Employer Satisfaction Survey to be implemented at the end of the Spring semester 2005.
- Maintain or increase enrollment over the FY 03-04 Benchmark.
- Maintain or improve retention over the FY03-04 Benchmark.
- Maintain or increase budget allocation over FY03-04 Benchmark.
- Incorporate 100% of validated DACUM competencies into Computer Technology course outlines with demonstrated student performances.

**Review Process and Use of Results:**

Programming is a competency-driven curriculum. Its competencies are determined through qualified DACUM panels and are validated by industry professionals and the curriculum's own advisory committee. DACUMS are usually conducted every four years to ensure currency; however, our last DACUM was held in 1999. A new DACUM will be held within the next year and based on the result of that DACUM; the Computer Technology faculty will perform the following internal processes yearly as part of the strategic planning and review process:

- Ensure that program outcomes are appropriate and current.
- Ensure that program outcomes are addressed in the exit competencies of at least one required course.
- Ensure that within those required courses that students demonstrate the desired program outcome either through written or performance-based tests and/or graded assignment.
- Ensure that equipment inventory, facilities, and budget support program outcomes and the strategic plan.
- Ensure that successful completion of prerequisite courses is a satisfactory predictor of student success in subsequent courses.
- Monitor student portfolios from capstone performances against DACUM competencies.
- Review grade distribution and failure rates; student evaluations; job placement results; employer satisfaction survey; enrollment statistics; retention rates, and graduation rates.
- Ensure that the College Library can assure access to appropriate and current research materials.
- Provide feedback to the general education faculty on observed general education competencies and make recommendations as needed.
- Make a report to the advisory committee on assessment findings and solicit feedback.
- Work with Division Dean to revise syllabi and/or course/department offerings as needed.
- Conduct program self study as required by accrediting agencies.

The Computer Technology Program is accredited by The Association of Collegiate Business Schools and Programs (ACBSP).

**What action(s) did the Program take this past academic year that improved and expanded student-learning outcomes?**

Changes have been made within the Computer Technology program to improve student success based on recommendations from our advisory committee, instructors, and DACUM panel. The DACUM panel consists of members of local industry who would be in the positions to hire our graduates or hold the same types of jobs as our graduates. The Panel meets separately from the Advisory Committee to discuss the competency requirements of the program and make recommendations for changes.

**Computer Technology Actions**

*Data Source:* Grade distribution data for three-year period, and course failure rates

*Increased prerequisites for classes.* After studying the course failure rates, we found that a high percentage of students were failing CPT 101 and CPT 111. Therefore, additional prerequisites or increased entrance test scores were added to these courses. CPT 101 or CPT 170 was added as an additional prerequisite for CPT 111. Also, an elementary algebra entrance test score was added for CPT 111. The reading entrance test score for CPT 101 was increased to 40 (Asset) or 80 (Compass). In addition, ENG 101 was included as the required English course instead of ENG 155. This was done to better prepare students for IST 290.

*Measurement:* Results pending based on data collected from grade distribution and failure rates. *Data Source:* DACUM panel, Advisory Committee, and instructor anecdotal records *Increased emphasis on soft skills.* The DACUM panel and the advisory board stressed the importance of emphasizing soft skills in the classroom. All of the major business courses now have a soft skills component.

*Measurements:* Results are pending based on data collected from the selected assessment tools, including ACT Work Keys and independent rubric-based assessments for formal presentations given by students.

Benchmark #1 Plan of Action: See 1st Computer Technology Action

Benchmark #2 Plan of Action: Information gathered through interviews with students show that students are not eager to leave the areas in which they live for full time work, rather they work part time as web designers or computer technicians. Unfortunately, the workforce in Orangeburg County does not have a huge market for computer technicians and thus, the job placement rate is low. Emphasis will be placed on developing partnerships with business outside of the County to increase job placement.

Benchmark #3 Plan of Action: Students in the CPT curriculum can get employment without the associate degree. When employers hire candidates in the CPT field, they look for certification(s) (e.g. MOUS, MCSE, CISCO). Typically, students will enroll in the courses necessary for employment without having completed the degree.



## **Associate Degree in Computer Technology (Electives in PC Support)**

### **Mission Statement:**

To fulfill the community's need for a competent workforce and economic growth by providing instruction in programming, information technology and PC support.

### **Assessment Methods:**

#### **Direct Student Learning Outcomes**

This program has a capstone course, CPT 270 – Advanced Microcomputer Applications. It includes direct assessment of student performance, including independent mock interviews. Students graduating in PC Support will certify their academic knowledge and skills through a WorkKeys Career Readiness Certification, which includes the following subtests: Reading for Information, Locating Information, and Applied Mathematics. Students may also opt to take the Microsoft Office Specialist and A+ certification exams.

#### **Indirect Student Learning Outcomes**

The Degree Program faculty review the following indirect measures of student and program success yearly or as needed ensure program viability: student portfolios comprised of their completed rigorous and relevant scenario-based assessments; grade distribution and failure rates; student evaluations; job placement results; employer satisfaction survey; enrollment statistics; retention rates, and graduation rates.

#### **Retention**

OCtech Benchmark #1 – The program will have retained in the following Fall semester not less than 60% of the new students who enrolled in the prior Fall semester.

- Over the last three years, program retention has been: 2002 (69%), 2003 (52%), and 2004 (54%).

#### **Job Placement**

OCtech benchmark #2 – Using the State Technical College System definitions for employment, not less than 80% of the graduates of the program will have secured employment in the field.

- Over the past three years, job placement has been: 2001 (76%), 2002 (70%), and 2003 (74%)

#### **Graduation Rates**

OCtech benchmark #3 – The number of graduates will average 25% of the average annual fall enrollment for the program.

Over the past three years, graduation rates have been: 2001-2002 (9%), 2002-2003 (9%), and 2003-2004 (12%).

#### **Internal Measures of Success**

Direct measures of soft skills and academic/program foundation skills:

- ACT Work Keys: Students will score a 4 or better on all areas of Work Keys.
- 90% of Capstone course students will achieve "hiring" status on the independent mock interviews during the first attempt.

Indirect measures of program success

- Maintain or exceed an 80% or better level of job placement.
- Reestablish an Employer Satisfaction Survey to be implemented at the end of the Spring semester 2005.
- Maintain or improve retention over the FY03-04 Benchmark.
- Incorporate 100% of validated DACUM competencies into Computer Technology course outlines with demonstrated student performances.

**Review Process and Use of Results:**

PC Support is a competency-driven curriculum. Its competencies are determined through qualified DACUM panels and are validated by industry professionals and the curriculum's own advisory committee. DACUMS are usually conducted every four years to ensure currency; however, our last DACUM was held in 1999. A new DACUM will be held in Spring 2004 and based on the result of that DACUM, the Computer Technology faculty will perform the following internal processes yearly as part of the strategic planning and review process.

- Ensure that program outcomes are appropriate and current.
- Ensure that program outcomes are addressed in the exit competencies of at least one required course.
- Ensure that within those required courses that students demonstrate the desired program outcome either through written or performance-based tests and/or graded assignment.
- Ensure that equipment inventory, facilities, and budget support program outcomes and the strategic plan.
- Ensure that successful completion of prerequisite courses is a satisfactory predictor of student success in subsequent courses.
- Monitor student portfolios from capstone performances against DACUM competencies.
- Review grade distribution and failure rates; student evaluations; job placement results; employer satisfaction survey; enrollment statistics; retention rates, and graduation rates.
- Ensure that the College Library can assure access to appropriate and current research materials.
- Provide feedback to the general education faculty on observed general education competencies and make recommendations as needed.
- Make a report to the advisory committee on assessment findings and solicit feedback.
- Work with Division Dean and the Academic Leadership Team (???) to revise syllabi and/or course/department offerings as needed.
- Conduct program self study as required by accrediting agencies.

The Computer Technology Program is accredited by The Association of Collegiate Business Schools and Programs (ACBSP).

**What action(s) did the Program take this past academic year that improved and expanded student-learning outcomes?**

Changes have been made within the Computer Technology program to improve student success based on recommendations from our advisory committee, instructors, and DACUM panel. The DACUM panel consists of members of local industry who would be in the positions to hire our graduates or hold the same types of jobs as our graduates. The Panel meets separately from the Advisory Committee to discuss the competency requirements of the program and make recommendations for changes.

**Computer Technology Actions**

*Data Source:* Grade distribution data for three-year period, and course failure rates

*Increased prerequisites for classes.* After studying the course failure rates, we found that a high percentage of students were failing CPT 101 and CPT 111. Therefore, additional prerequisites or increased entrance test scores were added to these courses. CPT 101 or CPT 170 was added as an additional prerequisite for CPT 111. Also, an elementary algebra entrance test score was added for CPT 111. The reading entrance test score for CPT 101 was increased to 40 (Asset) or 80 (Compass). In addition, ENG 101 was included as the required English course instead of ENG 155. This was done to better prepare students for IST 290.

*Measurement:* Results pending based on data collected from grade distribution and failure rates.

*Data Source:* DACUM panel, Advisory Committee, and instructor anecdotal records Increased emphasis on soft skills. The DACUM panel and the advisory board stressed the importance of emphasizing soft skills in the classroom. All of the major business courses now have a soft skills component.

*Measurements:* Results are pending based on data collected from the selected assessment tools, including ACT Work Keys and independent rubric-based assessments for mock interviews and job shadowing.

Benchmark #1 Plan of Action: See 1st Computer Technology Action

Benchmark #2 Plan of Action: Information gathered through interviews with students show that students are not eager to leave the areas in which they live for full time work, rather they work part time as web designers or computer technicians. Unfortunately, the workforce in Orangeburg County does not have a huge market for computer technicians and thus, the job placement rate is low. Emphasis will be placed on developing partnerships with business outside of the County to increase job placement.

Benchmark #3 Plan of Action: Students in the CPT curriculum can get employment without the associate degree. When employers hire candidates in the CPT field, they look for certification(s) (e.g. MOUS, MCSE, CISCO). Typically, students will enroll in the courses necessary for employment without having completed the degree.

## General Education

### I. Assessment Methods for Mathematics Skills:

The assessment for curriculum courses consisted of an end of course departmental, standardized test that determined mastery of each competency and an evaluation of results from the 2004 Graduate Exit Survey.

#### Indirect Student Outcomes

Students graduating in December responded to the several statements on the Graduate Exit Survey relative to math skills and math instruction.

1. Please indicate how well OCtech's academic program prepared you in mathematical skills.
  - Of all respondents to the survey, 60% indicated that the preparation was excellent, and 30% indicated the preparation was good
2. As a result of your experience at OCtech, to what extent do you feel you have gained or made progress in developing mathematical skills and statistical trends to analyze information?
  - Of all respondents to the survey, 58% indicated, "To a great extent," and 36% indicated, "To some extent."

#### Direct Student Outcomes

To achieve mastery in any competency the student must correctly answer at least 60% of the questions in that competency. No partial credit was given. We tested only those courses that were required in a program that were not a part of the Transfer Program. (The transfer program courses are assessed in the Transfer program review) Only three courses had a sufficient audience to make a significant assessment. We analyzed the percent completion of each competency to determine specific problems, if any, in each course.

#### **Results:**

<b>MAT 101</b>	
<b>Competency</b>	<b>% meeting benchmark</b>
1. Review of arithmetic principles	72
2. Simplify expressions and solve linear equations	28
3. Manipulate Exponents	17
4. Learn basics of Factoring	17
5. Simplify Rational Expressions and solve Rational equations	8

<b>MAT 155</b>	
<b>Competency</b>	<b>% meeting benchmark</b>
1. Perform basic operations on Rational numbers	65
2. Simplify expressions and solve linear equations	47
3. Learn basic concepts of Geometry	43
4. Read and interpret graphs	64
5. Solve problems dealing with ratio and proportion, the US system and metric system of measure.	44

6. Learn basic techniques of percentages.	52
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MAT 170	
Competency	% meeting benchmark
1. Establish competence in arithmetic operations using whole numbers, decimals and integers and their application.	70
2. Establish competence using arithmetic operations involving fractions and percents and applications.	67
3. Solve Problems with Percents and Direct Measurement	30
4. Solve problems with Area and Distance, Data Interpretation, Simple Linear Equations, Ratio and Proportion	37
5. Learn the basics of Exponents, Scientific Notation, Formulas	54
6. Identify Concepts from Geometry and Right-Triangle Trigonometry	54

### **Recommendations:**

#### **Mat 101**

1. Competency 2: We recommend that students be increasingly encouraged to seek tutorial assistance from faculty or the Step Lab.
2. Competency 3: We recommend that students use on-line assistance or software (Smartthinking or Plato)
3. Competency 4: We recommend that students seek tutorial assistance from faculty or the Step Lab.
4. Competency 5: We recommend that this competency be moved to Mat 102 to allow a smoother transition from Mat 101 to Mat 102.

#### **Mat 155**

1. Competency 2: We recommend that students be increasingly encouraged to seek tutorial assistance from faculty or the Step Lab.
2. Competency 3: We recommend that students use on-line assistance or software (Smartthinking or Plato)
3. Competency 5: We recommend that students be increasingly encouraged to seek tutorial assistance from faculty or the Step Lab.
4. Competency 6: We recommend that students be increasingly encouraged to seek tutorial assistance from faculty or the Step Lab.

#### **Math 170**

1. Competency 3: We recommend that students be increasingly encouraged to seek tutorial assistance from faculty or the Step Lab.

2. Competency 4: We recommend that students be increasingly encouraged to seek tutorial assistance from faculty or the Step Lab. We recommend that students use on-line assistance or software (Smarthinking or Plato)

3. Competency 5: We recommend that students be increasingly encouraged to seek tutorial assistance from faculty or the Step Lab.

4. Competency 6: We recommend that students be increasingly encouraged to seek tutorial assistance from faculty or the Step Lab. We recommend that students use on-line assistance or software (Smarthinking or Plato)

## **II. Assessment of Oral and Written Communication Skills**

### **Program Outcomes:**

Graduates from OCtech should be able to demonstrate knowledge and skills in the following areas:

#### **Written Communications**

1. Employ appropriate methods of organization and ENG 101; ENG 155 content development
2. Employ principles and conventions of sound ENG 101; ENG 155 sentence structure, mechanics, and spelling

#### **Oral Communications**

1. Analyze audiences and speaking situations and SPC 205 adapt oral communications to these audiences
2. Determine the purpose of the proposed speech and SPC 205 employ effective presentations through substance and structure analysis
3. Use correct grammar and pronunciation SPC 205

### **Assessment Methods**

#### **Direct Student Learning Outcomes**

1. Use systematic, uniform, established rubrics for each course to determine students' grades and progress

#### **Indirect Student Learning Outcomes**

1. Faculty review grade distribution and failure rates, student evaluations of instruction, and data from four year colleges and universities to assess student success to those institutions of higher learning
2. Faculty review employer satisfaction surveys, as well as student exit satisfaction surveys with the communications courses in their programs

#### **Indirect Student Outcomes**

Students graduating in December responded to the several statements on the Graduate Exit Survey relative to written and communication skills.

1. Please indicate how well OCtech's academic program prepared you in writing skills.
  - Of all respondents to the survey, 50% indicated that the preparation was excellent, and 34% indicated the preparation was good
2. Please indicate how well OCtech's academic program prepared you in speaking skills.
  - Of all respondents to the survey, 54% indicated that the preparation was excellent, and 34% indicated the preparation was good
3. As a result of your experience at OCtech, to what extent do you feel you have gained or made progress in developing the ability to write effectively using logical organization, appropriate grammar, and punctuation?

- Of all respondents to the survey, 57% indicated, “To a great extent,” and 36% indicated, “To some extent.”
4. As a result of your experience at OCtech, to what extent do you feel you have gained or made progress in developing the ability to speak with clarity and precision?
- Of all respondents to the survey, 57% indicated, “To a great extent,” and 34% indicated, “To some extent.”

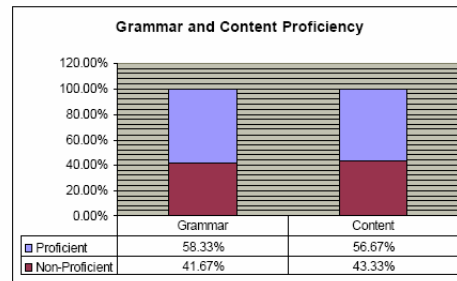
### **Assessment of Data from Direct Outcomes**

Using the prescribed agreed upon rubrics for both written and oral communications, results indicate that students still exhibit weaknesses in both content development and accurate execution of grammar and mechanics in written communications. The results indicate that there is very little difference between these two competencies in proficiency levels. Oral communications data indicates a much higher level of proficiency. This data confirms expectations since all students taking SPC 205 must have successfully completed ENG 101, a university transfer course. See Chart 1 below and Chart 2 on the following pages:

#### **Chart #1 (Written Communications)**

##### **Competency Assessment for Written Communications**

Of the sample, 58.33% of students were proficient in the grammar competency, and 56.67% attained proficiency in the content competency using a benchmark of 70 as the minimum passing grade.



#### **Chart #2 (Oral Communications)**

##### **Competency Assessment Evaluation – SPC 205 – Public Speaking**

Mastery of the subject matter is demonstrated through the following three competencies with a benchmark of 70%:

Competencies	Number Above Competency	Number Below Competency	Successful Strategies	Enrichment Strategies
Competency One 12 and above	48/96%	2/4%	Student Conferences	Videotape Speeches for Student Review
Competency Two 30 and above	41/82%	9/18%	Student Conferences	Research Assistance Tutoring in the Writing Studio
Competency Three 28 and above	49/98%	1/2%	Student Conferences	Videotaped Practice Presentations

**Competency One: General Speech Preparation (17 points)**

The speaker must demonstrate a commitment to the topic, promote audience identification, and approach the topic with creativity. The speech has to have a clear purpose and fulfill the specifics of the assignment.

**Competency Two: Substance and Structure (43 points)**

The introduction has to arouse interest. The speech has to be well-organized with easily identifiable main points. The main ideas must be supported with examples and narratives. The conclusion should be memorable.

**Competency Three: Speech Presentation (40 points)**

The language must be clear, simple, and direct. Grammar and pronunciation should be correct. The speech must be presented extemporaneously with notes unobtrusively displayed. The speaker must display enthusiasm for the topic and make eye contact with the audience. The presentation must sound conversational.

**This analysis is based on a survey of 50 randomly chosen student presentations from three public speaking classes.**

**Instructional Strategies Based on Data**

1. Continue to require students to submit all written documents to Smarthinking, a leading commercial provider of an online writing tool where e-instructors critique and return essays 24/7. This service is offered to all OCtech students without charge.
2. Continue to encourage students to use the Professional Writing Studio on campus for a more immediate one-on-one tutoring session with credentialed faculty.
3. Continue to encourage students to have their instructors critique rough drafts of assignments and meet with instructors during office hours to discuss plans for writing assignments.
4. Continue with in-class peer reviews.
5. Implement use of Plato software assignments as tutorials that can be aligned to specific course competencies and can also be accessed over the Internet.  
These tutorials can address both content and grammar.
6. Plan the use of more student self-assessment tools in SPC 205.

**Review Process and Use of Results**

Since Arts and Communications is a competency-driven program, its competencies are determined through prevailing and current ‘best practices’ in the field and are validated by our advisory committee which meets yearly to ensure that:

- Program outcomes are appropriate and current
- Equipment, facilities, and instructor loading support program outcomes
- Successful completion of prerequisite courses is a satisfactory predictor of student success in subsequent courses
- The college Library can assure access to appropriate and current research materials
- Input from curriculum faculty on observed written and oral communications of their students is encouraged.



## **Associate Degree in Early Care and Education**

### **Mission Statement:**

To provide education for future teachers of Orangeburg and Calhoun Counties so that the graduate will have the skills, knowledge, and attitude necessary to effectively teach and provide nurturance for young children.

### **Assessment Methods:**

#### **Direct Student Learning Outcomes**

This program has a capstone course, ECD 243: Supervised Field Experience. It includes direct assessment of student performance, including a series of projects that assess the student's overall understanding and physical abilities to perform all of the competencies in the program. In the past year 100% of all students attempting the capstone course completed with a C or better.

The students' early childhood academic knowledge is assessed through the Early Care and Education Exit Exam. Questions concerning all thirteen ECD courses are included on the exam. In the past year 100% of all Associate Degree students tested, earned a passing grade on the exam.

A new program was initiated to help prepare the students to take the PRAXIS I exam in order to pursue a baccalaureate degree at a four year institution. Students are currently involved in preparing for the PRAXIS I exam.

#### **Indirect Student Learning Outcomes**

The Program Coordinator reviews the following indirect measures of student and program success yearly, or as needed, to ensure program viability: grade distribution and failure rates; student evaluations; job placement results; employer satisfaction; enrollment statistics; retention rates; graduation rates; and enrollment in four-year institutions.

### **Retention**

OCtech Benchmark #1 – The program will have retained in the following Fall semester not less than 60% of the new students who enrolled in the prior Fall semester.

- Over the last three years, program retention has been: 2002 (63%), 2003 (60%), and 2004 (44%).

### **Job Placement**

OCtech benchmark #2 – Using the State Technical College System definitions for employment, not less than 80% of the graduates of the program will have secured employment in the field.

- Over the past three years, job placement has been: 2001 (100%), 2002 (90%), and 2003 (87.5%)

### **Graduation Rates**

OCtech benchmark #3 – The number of graduates will average 25% of the average annual fall enrollment for the program.

- Over the past three years, graduation rates have been: 2001-2002 (10.96%), 2002-2003 (15.23%), and 2003-2004 (11.33%).

### **Indirect measures of program success**

- Maintain or exceed an 80% or better level of job placement.
- Compile an Employer Satisfaction Survey to be implemented at the end of the Spring semester 2005.
- Incorporate 100% of validated DACUM competencies into Early Childhood Development course outlines with demonstrated student performances.

### **Review Process and Use of Results:**

The Early Childhood Development program is a competency-driven curriculum. Its competencies are determined through qualified DACUM panels and are validated by professionals and the curriculum's own advisory committee. DACUMS are usually conducted every four years to ensure currency with the last

DACUM. In between each DACUM the ECD Program Coordinator performs the following internal processes yearly as part of the strategic planning and review process.

- Ensure that program outcomes are appropriate and current.
- Ensure that program outcomes are addressed in the exit competencies of at least one required course.
- Ensure that within those required courses that students demonstrate the desired program outcome either through written or performance-based tests and/or graded assignments.
- Ensure that successful completion of prerequisite courses is a satisfactory predictor of student success in subsequent courses.
- Monitor student performances in the capstone course against DACUM competencies.
- Review grade distribution and failure rates; student evaluations; job placement results; employer satisfaction survey; enrollment statistics; retention rates, and graduation rates.
- Ensure that the College Library can assure access to appropriate and current research materials.
- Provide feedback to the general education faculty on observed general education competencies and make recommendations as needed.
- Make a report to the advisory committee on assessment findings and solicit feedback.
- Work with Division Dean and the Curriculum Committee to revise syllabi and/or course/department offerings as needed.
- Conduct program self study as required by accrediting agencies.

**What action(s) did the Program take this past academic year that improved and expanded student-learning outcomes?**

Changes have been made within the Early Care and Education program to improve student success based on recommendations from our advisory committee, instructors, and DACUM panel. The DACUM panel consists of members of local early childhood facilities who would be in the position to hire our graduates or hold the same types of jobs as our graduates. The Panel meets separately from the Advisory Committee to discuss the competency requirements of the program and make recommendations for changes.

A new program was initiated to promote success for the Early Care and Education student in preparing for and taking the PRAXIS I exam. The Program Coordinator is currently working on an Infant/Toddler certificate to provide further student learning in a specialized area. The Program Coordinator is currently working on a National Association for the Education of Young Children (NAEYC) accreditation. The ECD program instructors have begun learning techniques for online enhancements to individual courses. Several items including class notes and information has been placed on line to assist students outside the classroom. Several ECD courses have been placed online in order to reach those students who find it difficult to attend regular classes.

Benchmark #1 Plan of Action: A large number of students are not retained because of social rather than academic reasons. Information gathered by the program coordinator shows that a number of students cannot enroll due to financial aid probation, financial hardships, and extenuating family circumstances. The ECD program will continue to search for ways to support the academic success of students.

Benchmark #3 Plan of Action: Many students with an ECD major are taking developmental courses, and cannot progress through the core courses until certain DVS courses are completed. This can extend the length of time it takes a student to graduate by one or two years. Changes are forthcoming for developmental education to smooth the transition from developmental to college level courses.

## **Diploma in Health Science (Practical Nursing)**

### **Mission Statement:**

The mission of the Practical Nursing Program at Orangeburg-Calhoun Technical College is to prepare competent and accountable Licensed Practical Nurses to perform in beginning level positions in a variety of health settings. In addition, these nurses will assume responsibility for personal and professional growth as a nurse, as a member of the community, and as a citizen.

### **Program Objectives:**

The objectives of this curriculum were designed to prepare the graduate to function as a Licensed Practical Nurse at the entry skill level. The graduate practical nurse will demonstrate the following entry-level competencies:

1. Assesses basic physical, emotional, spiritual, and sociocultural needs of the health care patient.
2. Collects data within established protocols and guidelines from various sources:
  - a. patient interviews;
  - b. observations/measurements;
  - c. health care team members, family, and significant others;
  - d. health records
3. Utilizes knowledge of normal values to identify deviations in health status.
4. Documents data collection.
5. Communicates finding to appropriate health care personnel.
6. Contributes to the development of nursing care plans utilizing established nursing diagnoses for patients with common well-defined problems.
7. Prioritizes nursing care needs of patients.
8. Assists in the review and revision of nursing care plans to meet the changing needs of patients.
9. Provides nursing care according to:
  - a. accepted standards of practice;
  - b. priority of patient needs;
  - c. individual and family rights to dignity and privacy.
10. Utilizes effective communication in:
  - a. recording and reporting;
  - b. establishing therapeutic relationships with patients, families, and significant others.
  - c. maintaining therapeutic relationships with patients, families and significant others.
11. Collaborates with health care team members to coordinate delivery of nursing care.
12. Instructs patients regarding health maintenance based on patient needs and nurses' knowledge level.
13. Seeks guidance as needed in evaluating nursing care.
14. Modifies nursing approaches based on evaluation of nursing care.
15. Collaborates with other health team members in the revision of nursing care plans.
16. Complies with the scope of practice as outlined in the Nurse Practice act of the state in which licensed.
17. Describes the role of the licensed practical nurse in the health care delivery system.
18. Utilizes educational opportunities for continued personal and professional growth.
19. Identifies personal potential and considers career mobility options.
20. Identifies personal strengths and weaknesses for the purpose of improving performance.
21. Adheres to a nursing code of ethics.
22. Functions as an advocate for the health care consumer.

### **PROFESSIONAL SKILLS OUTCOMES:**

Dacum competency profile (April 12, 2001) with corresponding course matrix.

## **Assessment Methods:**

### **Direct Student Learning Outcome Criteria**

Objective and Subjective Testing  
Mastery of Skills' Competencies (lab and clinical)  
ATI Testing (Assessment Technologies Institute)  
Clinical Assignments  
Completion of all required courses  
NCLEX-PN results (National Council Licensure Examination for Practical Nursing)

### **Indirect Student Learning Outcomes**

"Working Inventory"  
Care Plans  
Professional/Community Participation  
Job Placement results  
Student Evaluations

## **Internal Measures of Success**

### **Direct:**

Program Outcome Criteria  
Program Objectives  
Annual Program Goals  
Annual Program Evaluation Plan  
Systematic Plan for Program Evaluation and Assessment of Outcomes  
Annual Retention Plan  
Institutional Mission Congruency Evaluation Action Plan  
Strategic Plan  
Annual Surveys

(See attached outcomes for 2003-2004)

1. Practical Nursing Program Evaluation
2. Practical Nursing Program Goals (annually)
3. Institutional Mission Congruency Action Plan
4. Systematic Plan for Program Evaluation and Assessment of Outcomes
5. Practical Nursing-OC tech Strategic Plan
6. Annual Retention Plan
7. Minutes from Advisory Committee Meetings (2003 and 2004)

### **Indirect:**

Graduate Surveys (prior to graduation)  
Employer Satisfaction Surveys (one year past graduation)  
(Employer surveys for 2004 graduates will be sent out late spring 2005. Results will be evaluated at that time.

## **Review Process and Use of Results:**

The Practical Nursing Program is nationally accredited by the National League for Nursing Accrediting Commission, Inc. It is also approved by the South Carolina State Board of Nursing. Each year in August, all of the outcome criteria are evaluated and measured by established benchmarks. The annual Program Evaluation Plan, Systematic Plan for Program Evaluation, and the College Congruency Plan are completed. The results of this process are reviewed during a structured workday with the PN faculty.

Example: The Advisory Committee recommended the inclusion of NG tube insertion in the curriculum if approval was received from the S.C. State Board of Nursing. NG tube insertion was approved to be included in Practical Nursing curriculums and was taught in the fall. Students were successful with the skills check off for NG tube insertion.

The results of this annual review process are utilized as a mechanism to validate that the curriculum is current and that all benchmarks have been met.

**What action(s) did the Program take this past academic year that improved and expanded student-learning outcomes?**

See attached: Annual program goals with outcomes  
Advisory Committee Meeting Minutes with actions regarding recommendations

**Strategic Benchmark Results:**

**1. Student Learning Results**

2003 National Council Licensure Examination results - 89.29%  
2004 National Council Licensure Examination results – 89.65%

**2. Student and Stakeholder Results**

*Job Placement:* 100% job placement annually for the last 5 years.

*Employer Satisfaction:* Employer surveys have been developed and will be sent out in late spring for 2004 graduates. Results will be evaluated at that time.

*Enrollment:* Enrollment is constant within the constraints of the State Board of Nursing. Fall enrollment in 2003 was 50 students. Fall enrollment in 2004 was 50 students. The laws that govern nursing dictate student-faculty ratios in this program.

*Retention Rates:* Retention/Graduation rates for 2003 were 48%.

Retention/Graduation rates for 2004 were 59%.

(Other data is available in the self-study for NLNAC and in the attached reports)

*Professional Development:* Monies are available for professional development. Attached are the activities for faculty for 2003-2004.

## **Learning Resource Center**

### **Mission Statement:**

The mission of the Learning Resource Center (LRC) is to support the purposes and programs of Orangeburg-Calhoun Technical College and to meet the informational needs of students, faculty, staff and community members. Patrons with special needs are served in compliance with the Americans with Disabilities Act.

### **LRC Components, Functions, and Assessment Results**

The Gressette Learning Resources Center/Library is composed of two divisions: library services and media services. The functions of the Library/LRC include:

- providing, maintaining, and developing circulating and reference book collections
- providing, developing, and maintaining an AV collection
- providing and maintaining campus-wide classroom media equipment and services
- administering the LRC program objectives.

Assessment results of library services and resources are shared with the State Board for Technical and Comprehensive Education, the Commission on Higher Education, the Integrated Post-Secondary Educational Data Systems, the South Carolina State Library, and with the faculty, staff and administration of Orangeburg-Calhoun Technical College.

### **Follow up on the 2002 Reported Action Plan Objectives**

- Improve and update resources to meet changing learning environments
  - Renovated library facility
    - Added 18 station Student instructional lab
    - Added 1 additional study room
    - Purchased new shelving and furnishings for facility
    - Redesigned work room area
    - Added two new offices for staff members
    - Added Faculty Instructional Media/Pearson View Testing Center lab
    - Added media storage area for media services
  - Improved and updated material resources
    - Increased online electronic resources
      - FY 02 – added 1 electronic database; 27,000 e-Books; 587 books
      - FY 03 – added 1 electronic database; 812 e-Books; 474 books
      - FY 04 - added 3 electronic databases; 10,390 e-Books, 521 books
      - FY 05 – currently compiling data – added no new e-Books but have similar figures for databases and books
    - Joined **PASCAL** consortium in FY 03; membership has provided us with 19 additional electronic databases (valued @ 1.5 million) and is working toward establishing a statewide union catalog with interlibrary loan privileges between the 50 member 2 and 4-year colleges
    - Weeded collection extensively in FY 05 to remove obsolete course materials and out-of-date materials
- Build stronger working relationships with faculty and administration
  - Worked with VP for Academic Affairs to increase faculty awareness of resources available and to increase technology skills
    - FY 04: Faculty required to incorporate 3 technology workshops in FPMS (Faculty Performance Measuring System)
    - FY 05: Incorporated mandatory faculty library orientation for all faculty members
  - Library staff required to serve on at least one administrative team (committee) each year
  - Solicited faculty involvement in collection development by involving them in the selection and weeding of materials in their subject areas
  - Dean serves on Curriculum Committee, College Internet committee, Academic Program Review Committee, Advising Committee, Distance Learning committee, conducts

- DACUM reviews, attends Division Deans meetings, oversees selection of classroom educational technology
- Develop partnerships with community organizations and community leaders
    - FY 05 – LRC dean developed and hosted in library a genealogy workshop for the community
  - Develop new methods of delivering resources and services to the College community
    - FY 05 – Developed new library website to provide access to all materials 24/7 which benefits distance learning as well as on-campus students and faculty; updated on an ongoing basis
    - Increased interlibrary loan services
    - Increased number of online electronic databases
    - Increased number of e-Books in collection
  - Provide ample opportunities for professional development for LRC staff
 

Each year LRC staff members are provided Professional Development opportunities on and off campus and are encouraged to look for PD opportunities of their choice.

Examples of some of their PD selections:

    - ◆ Sessions provided during monthly staff meetings
    - ◆ Web-based professional development
    - ◆ TechNet sessions
    - ◆ LIBRIS conference
    - ◆ EDTECH conference
    - ◆ SCTEA annual meeting
    - ◆ National organization conferences
    - ◆ College hosted sessions
    - ◆ Individually selected PD opportunities approved by Dean

What has resulted from the efforts of the LRC staff? Comparison of statistical data from 2002 through 2004 is impossible because the renovation project and relocation forced a severe reduction in services and storage of 90 percent of circulating materials while the library was housed in temporary quarters from March, 2003, to February, 2004. What we can do is compare statistical data from 2005 with data from 2002 to obtain an overview of the growth of the library program, the types of services offered, and changes that have occurred in the utilization of these services.

<b>CATEGORY</b>	<b>FY 2001-2002</b>	<b>FY 2004-2005</b>	<b>% of CHANGE</b>
Circulation	20,713	7,115	-291%
Instructional Sessions	87	161	+85%
# of Attendees	1,150	2,160	+187%
Interlibrary Loan	122	292	+239%

Emphasis has been placed on increasing the number of orientations provided for students and faculty. Library orientations and bibliographic instruction for classes has always been available to faculty. As you can see from the chart above, utilization of the service was mediocre at best. In FY 05, when faculty library orientations became mandatory, faculty utilization of this service dramatically increased as did the number of students who received instruction.

Comparison of circulation statistics for these two years shows a tremendous decrease in material circulation. Two factors influenced these numbers. After FY 02, the way circulation statistics were counted and reported changed to more accurately reflect what was really circulating. The library program hiatus during the renovation further eroded these figures. Our circulation statistics have mirrored the national trend all colleges and universities have experienced. With the development of more online resources and databases, circulation of hard copy materials has shrunk. Utilization statistics for our electronic databases are in the following chart.

Database Usage	FY 2003-2004		FY 2004-2005*			
	Searches	Retrievals	Searches	% Increase	Retrievals	% Increase
INFOTRAC	13,826	11,725	26,562	<b>92%</b>	26,687	<b>128%</b>
EBSCO	661	524	1,743	<b>163%</b>	1,062	<b>103%</b>
PROQUEST	581	240	780	<b>34%</b>	340	<b>42%</b>
NEWSBANK	420	438	1,754	<b>318%</b>	2,847	<b>550%</b>
OPPOS.VPT.	10,811	2,813	31,284	<b>189%</b>	10,066	<b>258%</b>
SIRS	779	514	3,420	<b>339%</b>	1,110	<b>116%</b>
GROLIER	677	2,130	1,011	<b>49%</b>	3,886	<b>82%</b>
<b>TOTALS</b>	<b>27,755</b>	<b>18,384</b>	<b>66,554</b>	<b>140%</b>	<b>45,998</b>	<b>150%</b>

*\*The FY05 figures are through March, 2005.*

As you can see from these statistics, the library's emphasis on providing online resources and working with faculty to increase utilizing of library resources within the curriculum has produced astounding growth in utilization statistics for electronic resources. Redesigning our public webpage has played a major part in enabling students to access our resources at their convenience. Purchase of additional e-Books and online databases for journals and newspapers has provided students with 24/7 accessible resources and materials.

### **ACTION PLAN OBJECTIVES**

Surveys administered throughout the 2004-2005 academic year to information literacy instruction classes with a 100% response indicate that the majority of students benefit from such instruction. An overall satisfaction with the length of instructional session and hands-on searching, coupled with an increased sense of skills, indicate that information literacy instruction is meeting its goal of educating students about library resources. Follow up surveys, distributed to the same classes following the completion or assignments or research indicate that the majority of students feel comfortable using the electronics resources, interact positively with library staff, and feel confident that the skills they have learned have improved their ability to plan, carry out and use research. Analysis of survey responses reveals that our commitment to service and education has been very effective. There is still room for improvement. The staff has developed the following action plan objectives to continue the LRC's mission of improving access to resources for all students:

- ◆ Continue our commitment to service
- ◆ Continue our faculty/LRC collaboration efforts
- ◆ Continue development of online resources and databases
- ◆ Continue to improve the public webpage access
- ◆ Develop online library orientation modules for WebCT courses
- ◆ Improve efforts to develop community partnerships through implementation of a community cultural offerings program
- ◆ Stay abreast of upcoming trends in distance education
- ◆ Continue to professional development opportunities for LRC staff members.



**Institution:**

Orangeburg-Calhoun Technical College

## LIST OF NATIONAL INSTITUTIONAL AND SPECIALIZED ACCREDITING BODIES RECOGNIZED BY THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

These agencies and areas may also be found on the CHE's website at:  
[http://www.che.sc.gov/AcademicAffairs/Accrediting\\_Agencies\\_Recognized\\_by\\_CHE.htm](http://www.che.sc.gov/AcademicAffairs/Accrediting_Agencies_Recognized_by_CHE.htm)

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
American Assembly of Collegiate Schools of Business - International Association for Management Education	An institution may be accredited by the AACSB <i>or</i> the ACBSP					
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management						
Business (BUSA)-Baccalaureate, Masters', and Doctoral degree programs in accounting						
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.						
Engineering (ENG)-Baccalaureate and master's level programs in engineering						
Engineering-related (ENGR) – Engineering related programs at the baccalaureate level						
Engineering Technology (ENGT) – Associate and baccalaureate degree programs in engineering technology	1	1	1992		2003	
ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION						
Health Services Administration HSA) Graduate programs						
ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS						
Journalism and Mass Communication (JOUR) - Units within institutions offering professional undergraduate and graduate (master's) degree programs						
AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY						
Marriage and Family Therapy (MFTC) - Clinical training programs						
Marriage and Family Therapy (MFTD) - Graduate degree programs						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
<b>AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES (AAFCS)</b>						
Home Economics - Baccalaureate programs						
<b>AMERICAN ASSOCIATION OF NURSE ANESTHETISTS</b>						
Nurse Anesthetists (ANEST) - Generic nurse anesthesia education programs/schools						
<b>AMERICAN BAR ASSOCIATION</b>						
Law (LAW) - Professional schools						
<b>AMERICAN BOARD OF FUNERAL SERVICE EDUCATION</b>						
Funeral Service Education (FUSER) Independent schools and collegiate departments						
<b>AMERICAN COLLEGE OF NURSE MIDWIVES</b>						
Nurse Midwifery (MIDWF) - Basic certificate and basic master's degree program						
<b>AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION</b>						
Construction Education (CONST) - Baccalaureate degree programs						
<b>AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION</b>						
Pharmacy (PHAR) - Professional degree programs						
<b>AMERICAN COUNSELING ASSOCIATION</b>						
Counseling - Masters and Doctoral level programs						
<b>AMERICAN CULINARY FEDERATION EDUCATIONAL INSTITUTE</b>						
Culinary Arts (CUL) - postsecondary programs which award certificates, diplomas, or associate degrees in culinary arts and food services management						
<b>AMERICAN DENTAL ASSOCIATION</b>						
Dental Assisting (DA)						
Dental Hygiene (DH)						
Dental Laboratory Technology (DT)						
Dentistry (DENT) - Programs leading to the D.D.S. or D.M.D. degree advanced general dentistry and specialty programs, and general practice residency programs						
<b>AMERICAN DIETETIC ASSOCIATION, THE</b>						
Dietetics (DIET) - Coordinated undergraduate programs						
Dietetics (DIETI) - Post baccalaureate internship						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
programs						
<b>AMERICAN LIBRARY ASSOCIATION</b>						
Librarianship (LIB) - master's program leading to the first professional degree						
<b>AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICAL EDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION</b>						
Medicine (MED) - Programs leading to the M.D. M.D. degree						
<b>AMERICAN OCCUPATIONAL THERAPY ASSOCIATION</b>						
Occupational Therapist (OT)						
Occupational Therapy Assistant (OTA)						
<b>AMERICAN PHYSICAL THERAPY ASSOCIATION</b>						
Physical Therapy (PTAA) - Programs for the physical therapist assistant						
Physical Therapy (PTA) - Professional programs for the physical therapist						
<b>AMERICAN PSYCHOLOGICAL ASSOCIATION</b>						
Clinical Psychology (CLPSY) - Doctoral programs						
Counseling Psychology (COPSY) - Doctoral programs						
Professional Psychology (IPSY) - Predoctoral internship programs						
Professional/Scientific Psychology (PSPSY) - Doctoral programs						
School Psychology (SCPSY)B - Doctoral programs						
<b>AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS</b>						
Landscape Architecture (LSAR) - Baccalaureate and master's programs leading to the first professional degree						
<b>AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION</b>						
Audiology (AUD) - Graduate degree programs						
Speech-Language Pathology (SP) - Graduate degree programs						
<b>AMERICAN VETERINARY MEDICAL ASSOCIATION</b>						5/1998
Veterinary Medicine - Programs leading to a D.V.M. or D.M.V. degree						5/1998
<b>ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS</b>	<i>An institution may be accredited by the ACBSP <b>or</b> the AACSB</i>					
Business (BUAD) - Associate degree programs in						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
business and business-related fields	4	4				
<b>Business (BUBD)</b> - Baccalaureate degree programs in business and business-related fields						
<b>Business (BUMD)</b> - Master degree programs in business and business-related fields						
<b>COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS</b>						
<b>Cytotechnologist (CYTO)</b>						
<b>Diagnostic Medical Sonographer (DMS)</b>						
<b>Electroneurodiagnostic Technologist (ENDT)</b>						
<b>Emergency Medical Technician-Paramedic (EMTP)</b>						
<b>Histologic Technician/Technologist (HT)</b>						
<b>Joint Review Committee - Athletic Training (JRC-AT)</b>						11/1999
<b>Medical Assistant (MA)</b>	1	1				
<b>Medical Records Administrator (MRA)</b>						
<b>Ophthalmic Medical Assistant (OMA)</b>						
<b>Perfusionist (PERF)</b>						
<b>Physician Assistant (PA)</b> - Assistant to the primary care physician						
<b>Respiratory Therapist (REST)</b>						
<b>Respiratory Therapy Technician (RESTT)</b>	1	1				
<b>Specialist in Blood Bank Technology (SBBT)</b>						
<b>Surgeon's Assistant (SA)</b>						
<b>Surgical Technologist (ST)</b>						
<b>COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)</b>						11/1999
<b>Nursing</b> - Baccalaureate-degree nursing education programs						11/1999
<b>Nursing</b> - Graduate-degree nursing education programs						11/1999
<b>COMMISSION ON OPTICIANRY ACCREDITATION</b>						
<b>Opticianry (OPLT)</b> - 1-year programs for the ophthalmic laboratory technician						
<b>Opticianry (OPD)</b> - 2-year programs for the ophthalmic dispenser						
<b>COMPUTING SCIENCE ACCREDITATION BOARD, INC.</b>						
<b>Computer Science (COMP)</b> - Baccalaureate programs in computer science						
<b>COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)</b>						5/1998

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Masters degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs practice in higher education, and Doctoral-level programs in counselor education and supervision.						5/1998
<b>COUNCIL ON EDUCATION FOR PUBLIC HEALTH</b>						
Community Health Education (CHE) - Graduate programs offered outside schools of public health						
Community Health/Preventative Medicine (CHPM) - Graduate programs offered outside schools of public health						
Public Health (PH) - Graduate schools of public health						
<b>COUNCIL ON REHABILITATION EDUCATION (CORE)</b>						9/1999
Rehabilitation Counseling						9/1999
<b>COUNCIL ON SOCIAL WORK EDUCATION</b>						
Social Work (SW) - Baccalaureate and master's degree programs						
<b>FOUNDATION FOR INTERIOR DESIGN EDUCATION RESEARCH</b>						
Interior Design (FIDER) - 2-year pre-professional assistant level programs(certificate and associate degree); first professional degree level programs (master's and baccalaureate degrees and 3-year certificate); and post professional master's degree programs						
<b>JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY</b>						
Radiologic Technology (RAD) - Programs for radiographers (Diploma, associate, baccalaureate programs)	1	1				
Radiologic Technology (RADTT) - Programs for radiation therapists (Diploma, associate, baccalaureate programs)						
<b>JOINT REVIEW COMMITTEE ON EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY</b>						
Nuclear Medicine Technologist (NMT) - Programs for the nuclear medicine technologist						
<b>NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES</b>						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Clinical Laboratory Technician/Medical Laboratory Technician (MLTC) - Certificate program						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTAD) - Associate's degree	<b>1</b>	<b>1</b>				
Clinical Laboratory Science/Medical Technology (MT) - Professional programs (Baccalaureate and master's level)						
<b>NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS AND SCIENCES</b>						
Cosmetology (COSME) - Postsecondary schools and departments of cosmetology arts & sciences						
<b>NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.</b>						
Architecture (ARCH) - first professional degree programs						
<b>NATIONAL ASSOCIATION OF INDUSTRIAL TECHNOLOGY</b>						
Industrial Technology (INDT) - Baccalaureate degree programs						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN</b>						
Art & Design (ART) - Degree-granting schools and departments and nondegree-granting schools						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF DANCE</b>						
Dance (DANCE) - Institutions and units within institutions offering degree-granting and nondegree-granting programs						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC</b>						
Music (MUS) - Baccalaureate and graduate degree programs						
Music (MUSA) - Community and junior college programs						
Music (MUSN) - Nondegree programs						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION</b>						
Masters of Public Administration (MPA)						7/2002
<b>NATIONAL ASSOCIATION OF SCHOOLS OF THEATER</b>						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Theater (THEA) - Institutions and units within institutions offering degree-granting and/or nondegree-granting programs						
<b>NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION</b>						
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools						
<b>NATIONAL LEAGUE FOR NURSING, INC</b>						
Nursing (PNUR) - Practical nursing programs	<b>1</b>	<b>1</b>				
Nursing (ADNUR) - Associate degree programs	<b>1</b>	<b>1</b>				
Nursing (DNUR) – Diploma programs						
Nursing (NUR) - Baccalaureate and higher degree programs						
<b>SOCIETY OF AMERICAN FORESTERS</b>						
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree						

**Total**

11 11

*THIS INFORMATION TO BE USED FOR PERFORMANCE INDICATOR 3D*

**Institution:**

Orangeburg-Calhoun Technical College

## RESULTS OF PROFESSIONAL EXAMINATIONS

*Applicable to all sectors – Measured for April 1, 2004-March 31, 2005*

According to Section 59-101-350, the Commission is responsible for collecting “student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam” from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality and Graduates’ Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 2004 through March 31, 2005**. The following list displays the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided. **Please be aware that your institution may have students taking certification exams that have not been reported on in the past.** This would be the case if students were just beginning to complete a new program.

The Commission will request national and state pass rates and any additional information for these examinations, as it is available, from national and state agencies to be used in the report to the General Assembly. These national and state agencies can be found in “A Closer Look.”

Name of Exam	Date(s) Administered	# of Examinees	# of 1 <sup>st</sup> Time Examinees	# of 1 <sup>st</sup> Time Examinees who Passed	% 1 <sup>st</sup> Time Examinees Passing
<b>RESEARCH SECTOR</b>					
ACC National Certification Exam in Nurse Midwifery					
American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE) and Part II (CAPE)					
Clinical Laboratory Scientist/Generalist, NCA					
Council on Certification of Nurse Anesthetists Exam.					
Medical Technology, ASCP					
Multi-State Pharmacy Jurisprudence Exam (MPJE)					
National Board Dental Exam, Part I					
National Board Dental Exam, Part II					
National Council Licensure Exam. - Registered Nurse					
National Physical Therapist Licensing Exam. (PT)					
National Certification Corporation for the Obstetric, Gynecological and Neonatal Nursing Specialties: Neonatal Nurse Practitioner Exam.					



Name of Exam	Date(s) Administered	# of Examinees	# of 1 <sup>st</sup> Time Examinees	# of 1 <sup>st</sup> Time Examinees who Passed	% 1 <sup>st</sup> Time Examinees Passing
North American Pharmacist Licensure Exam. (NAPLEX)					
Occupational Therapist, Registered (OTR)					
Physician Assistant National Certifying Exam. (PANCE)					
PRAXIS Series II: Core Battery Professional Knowledge					
PRAXIS Series II: Principles of Learning & Teaching (K-6)					
PRAXIS Series II: Principles of Learning & Teaching (5-9)					
PRAXIS Series II: Principles of Learning & Teaching (7-12)					
PRAXIS Series II: Specialty Area Tests					
South Carolina Bd. of Law Examination Specialist in Cytotechnology					
State Board Dental Exam-SRTA Exam.					
US Medical Licensing Exam. - Step I					
US Medical Licensing Exam. - Step II					
<b>TEACHING SECTOR</b>					
National Council Licensure Exam. (NCLEX) - Registered Nurse					
PRAXIS Series II: Core Battery Professional Knowledge					
PRAXIS Series II: Principles of Learning & Teaching (K-6)					
PRAXIS Series II: Principles of Learning & Teaching (5-9)					
PRAXIS Series II: Principles of Learning & Teaching (7-12)					
PRAXIS Series II: Specialty Area Tests					
<b>REGIONAL SECTOR</b>					
(USC-Lancaster only) Council Licensure Exam-Registered Nurse					
<b>TECHNICAL SECTOR</b>					
Accredited Record Technician (ART)	(Name Changed to Registered Health Information Technician)				
Aircraft Maintenance – Airframe, General and Powerplant					
Barbering					
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)		8	8	6	75%
Certified Dental Assistant					
Certified Medical Assistant Exam.	10.29.2004	7	7	4	57%
Certified Occupational Therapist Assistant (COTA)					

<b>Name of Exam</b>	<b>Date(s) Administered</b>	<b># of Examinees</b>	<b># of 1<sup>st</sup> Time Examinees</b>	<b># of 1<sup>st</sup> Time Examinees who Passed</b>	<b>% 1<sup>st</sup> Time Examinees Passing</b>
Clinical Laboratory Technician, NCA					
Cosmetology Exam					
Emergency Medical Technician – NREMT Basic, Intermediate and Paramedic					
Medical Laboratory Technician, ASCP	<b>May/June 2004</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>83%</b>
National Bd. for Dental Hygiene Examination					
National Council Licensure Exam. (NCLEX) - Practical Nurse	<b>Aug/Sept</b>	<b>29</b>	<b>29</b>	<b>26</b>	<b>90%</b>
National Council Licensure Exam. (NCLEX) - Registered Nurse	<b>May/June</b>	<b>37</b>	<b>37</b>	<b>37</b>	<b>100%</b>
National Physical Therapist Licensing Exam. (PTA)					
Nuclear Medicine Technology Certification Bd. Exam					
Nuclear Medicine Technology, ARRT					
Nurse Aid Competency Evaluation Program (NACEP)	<b>May 2004 &amp; June 2005</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>100%</b>
Radiography Exam., ARRT		<b>14</b>	<b>14</b>	<b>12</b>	<b>86%</b>
Registered Health Information Technician Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Clinical Simulation and Written Registry					
SRTA Regional Exam. for Dental Hygienists					
State Board Exam. for Dental Hygiene-SC Board of Dentistry					
Surgical Technologist National Certifying Examination					
Veterinary Technician National Examination					
Veterinary Technician State Exam (Rules & Regulations)					